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ABSTRACT

This booklet is designed to provide some starter ideas for teachers to use in developing their own packet of learning materials. The procedures suggested and the examples included are literally starters. "Introduction to Survival Learning Materials" presents some procedures to help teachers get started in developing materials. "Following Directions" presents five examples which can be used to assist in developing activities which may help students understand how to follow directions when reading such materials as toothpaste advertisements, directions on how to prepare frozen foods, directions for assembling do-it-yourself kits, and labels on bottles. "Locating References" presents examples that may help students understand how to use a table of contents, the dictionary, and the library as a reference center. "Interpreting Forms" discusses examples to use with students to help them understand how to fill out subscription forms, interpret applications, and gain a knowledge of credit card applications and map reading. "Obtaining Personal Information" presents suggestions for interpreting safety signs, travel brochures, and sales agreements. (WR)

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SURVIVAL LEARNING MATERIALS

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INTRODUCTION TO SURVIVAL LEARNING MATERIALS

Harold, a fourth grader, can read at the sixth grade level but he cannot answer a simple question about the label on an aspirin bottle. Portia, a ninth grader, has difficulty reading at the third grade level and has a terrible time reading a map of her local neighborhood. All pupils need instruction in materials we refer to as survival learning materials — those materials related to the needs of adult society which expects everyone to read certain labels, directions, signs, etc.

Local schools are increasingly adding survival learning skills to their objectives for all children. As the heavy foot of accountability begins to be felt, parents are asking that their children be prepared for the demands that will be imposed upon them by the real world as well as the academic world. Reading experts have long advocated survival reading instruction for older pupils with serious reading disabilities. The time has come for such instruction to be an important segment of everyone's curriculum.

This booklet is designed to provide some *starter ideas* for teachers to use in developing their own packet of survival learning materials. The procedures suggested and the examples included are literally starters. We have found that teachers expand on them easily. Once introduced, pupils also seem to bring ideas and create materials to share with other pupils.

The following procedures have been helpful to those interested in getting started.

1. Survey your pupils, their parents, and other teachers to determine the types of survival reading skills needed. The success of the program depends upon the appropriateness of the content. Third grade youngsters might not get very excited about reading a driver's manual, but tenth graders usually have interest in this area.

2. Locate materials. They are everywhere — in the home, at school, in the grocery store, in magazines and newspapers, on maps, etc. Try to locate materials which hold local importance. For example, use local maps and local papers — the materials pupils will need to be skilled at reading. Ask pupils to bring materials from home that interest them.

3. Formulate questions. In the examples which follow, we have prepared questions of three types:

   Set 1. Questions are related to locating facts which are important and directly stated.

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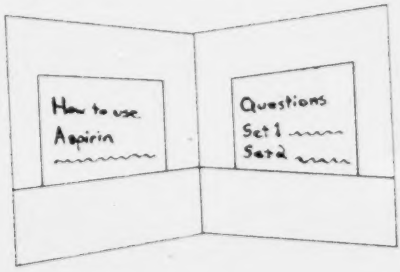
Set 2. Questions require the pupil to interpret what he has read.

Set 3. Questions require the pupil to make some application of what he has read. In many instances, these questions require thinking beyond the information given.

All questions are presented to the pupils while they have the material in front of them. Memory is not expected . . . the objective is to be able to locate an appropriate answer. If you try them yourself, you will note that rereading is often a necessity. Pupils may look back into the material to locate any answer.

4. Package the materials. In our examples we have packaged the materials in pocket folders. The reading materials are in one pocket, the questions in the other pocket. Answers, when appropriate, are on the back of the sheet which contains the questions. We have found it useful to place the reading materials and questions in plastic folders.



Others have placed the original material in a large box. Pupils pick the material from the box and read it in a form in which they will find it in their society. For example, instead of using the label from a pair of trousers, a used pair of trousers would be in the box and the pupils would be expected to tell you how they might be washed.

A third way of packaging is to place the materials on a piece of cardboard and cover them with clear contact paper. Questions can be placed at the bottom of the card or on the back. Answers can be maintained in a separate folder or envelope. The advantage of this technique is ease of storage.

5. Initially, we have found it useful to introduce survival learning materials in a teacher directed lesson. Pupils should be helped to understand why these materials are being made available to them and how they are to be used. Some pupils may need extra

help since there is no control for reading difficulty. We suggest letting some pupils work in pairs to develop their answers. The idea of course, is to help pupils handle these materials and become comfortable with them.

Survival learning materials have achieved wide use in many schools. We have seen them used in primary grades as well as in high school and adult education. The response is typically the same — enthusiasm. Pupils quickly see the relevance of the materials and are eager to gain the skills needed in order to understand them. In numerous cases, pupils have generated additional materials, once they understand their purpose and need.

Some teachers have found it helpful to present survival learning materials in units. For example, they make a lot of packets for one broad area such as map reading or label interpretation. By having a variety of materials on a single topic, pupils can choose the specific topics of the most immediate interest to them.

Jack must cook the evening meal every Wednesday because both parents work late. His immediate interest is in reading cooking labels. Judy works after school for a pharmacist and is interested in reading labels on medicine bottles.

Many schools have given teachers time to attend workshops during which survival materials were developed. One advantage of such released time is activities in the amount of sharing that goes on. One idea stimulates another making it possible to generate large numbers of packets in a short period of time.

When placing materials such as these in your classroom, we encourage you to use them in a flexible manner. At times, they might be suited to a teacher directed lesson with a group of students. Or they may be used individually, or by small groups working independent of the teacher. We have found that interest is maintained by using the materials in different ways.

FOLLOWING DIRECTIONS

On the following 10 pages, you will find five examples which can be used to assist you in developing activities which may help your students understand how to follow directions when reading such materials as toothpaste advertisements, directions on how to prepare frozen foods, steps to follow when assembling do-it-yourself kits, labels giving directions on how to properly wash clothing, and how to interpret labels on medicine bottles.

TOOTHPASTE LABELS

All toothpaste manufacturers make certain claims about their product. The following label was found on a box of toothpaste. Read the label carefully, then answer the questions on the next page.

Colgate — The toothpaste with the anti-cavity ingredient *MFP* . . . it's the fluoride formula with the Colgate cleaning agent *Gardol*. Clinical tests have shown this formula an effective aid in the reduction of the incidence of cavities.

"*Colgate* with *MFP* has been shown to be an effective decay-preventive dentifrice that can be of significant value when used in a conscientiously applied program of oral hygiene and regular professional care."

Council on Dental Therapeutics — American Dental Association

BRUSH REGULARLY WITH *COLGATE* WITH *MFP* AS PART OF YOUR DENTAL HEALTH PROGRAM. VISIT YOUR DENTIST, LIMIT BETWEEN MEAL SNACKS.

MFP — Trade Mark for Active Ingredient: Sodium Monofluorophosphate.

COLGATE — PALMOLIVE CO., NEW YORK, N.Y. 10022 — MADE IN U.S.A.

Questions on Reading Labels (toothpaste). Pick one set and try it.

Set 1.
1. If you wanted to write to the manufacturer, where would you write?
2. What is the proper name for MFP?

Set 2.
1. On this label does the American Dental Association recommend brushing with Colgate?
2. What do you think the American Dental Association means when they say, ". . . used in a conscientiously applied program of oral hygiene . . ."
3. What does *decay-preventive* mean?

Set 3.
1. Is MFP decay-preventive in itself? Why or why not?
2. Rewrite the top three lines of this label to make it provide more accurate information to the reader.
3. Why does the company suggest, ". . . limit between meal snacks."?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. Colgate-Palmolive Co., New York, N.Y. 10022.
2. Sodium Monofluorphosphate.

Set 2.
1. No — not directly.
2. Probably brush your teeth after every meal.
3. Tends to limit the rotting of teeth which will require dental treatment.

Set 3.
1. According to this label — no. Must be accompanied by a program of oral hygiene and regular professional care.
2. Check with your teacher.
3. Probably suggesting that between meal snacks will leave food particles between your teeth, tending to produce decaying factors. Check with your teacher.

FROZEN FOODS

Some frozen foods have very complicated directions. See how you do with this one.

FROZEN PIE

STORAGE INSTRUCTIONS

Keep unopened package solidly frozen until ready to use. If the pie is accidentally thawed, bake as soon as possible according to the following directions. DO NOT REFREEZE.

TO BAKE

1. Preheat oven to 400°F.
2. Remove frozen pie from carton.
3. Cut slits in crust (this permits steam to escape and prevents crust from cracking).
4. Place frozen pie (in its foil pan) on a cookie sheet on middle rack of oven. (Cookie sheet helps even browning of bottom crust, catches any drippings and also supports hot pie as it is taken from oven.)
5. Bake at 400°F until crust is golden brown, 75 to 85 minutes in most ovens. (Ovens vary tremendously in their temperature accuracy and heat distribution. You may have to use a higher or lower temperature on your regulator to obtain an even golden brown top crust. If pie has been accidentally thawed, baking time will be reduced about 10 minutes.)
6. Remove from oven and cool for about one hour before serving.

Questions on Baking a Frozen Pie. Pick one set and try it.

Set 1.
1. Should you thaw this pie before cooking it?
2. Why should you cut slits in the crust?
3. Oven temperature for this pie should be about what degree?

Set 2.
1. How should you change the directions if the pie is accidentally thawed?
2. What two reasons are given for using a cooking sheet under the pie?
3. What should you do before placing the pie in the oven?

Set 3.
1. What would happen if the pie thawed and were refrozen?
2. How much time would you need from starting to get the pie ready until you could eat it?
3. How can you tell if your oven is operating differently in temperature from the directions?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. No—place frozen pie in oven.
2. Permits steam to escape and prevents crust from cracking.
3. 400 degrees.

Set 2.
1. Bake as soon as possible and reduce baking time by 10 minutes.
2. Helps even browning of bottom crust, catches drippings, and supplies support.
3. Cut slits in crust.

Set 3.
1. It would not be good to eat; frozen foods should not be thawed and refrozen. Check with your teacher.
2. About 2 hours and 15 to 25 minutes.
3. Your pie will bake faster or slower than the directions indicate.

DO IT YOURSELF KIT

Many items can be bought which are not put together. Read the directions for putting this TV table together and then answer the questions on the following pages.

1. Place TV table top (A) upside down.
2. Insert leg (B) in slot (1). Insert screw but do not tighten.
3. Insert leg (C) in slot (2), leg (D) in slot (3), and leg (E) in slot (4). Insert screws but do not tighten.
4. Place table upright. Make sure table top is level.
5. Tighten leg screws.

Questions on Do It Yourself Kit. Pick one set and try it.

Set 1. 1. What are you putting together?
2. At what step do you tighten the screws?

Set 2. 1. How many legs does this table have?
2. During steps 1-4, in what position is the table top?

Set 3. 1. Do you think it would make any difference what slot you placed the legs in?
2. Why do you think the screws should not be tightened until step #5?

Answers: Compare your answers with ours or check with your teacher.

Set 1. 1. TV table.
2. Step 5.

Set 2. 1. Four.
2. Upside down.

Set 3. 1. Probably, since they appear to be matched, i.e., leg B goes in slot 1, etc.
2. They say in step four to be sure table top is level when upright—perhaps that is the reason.

WASHING INSTRUCTIONS

Wow, what a fine-looking new shirt! Better be careful though, it looks as though it would be difficult to clean.

Read these cleaning instructions and then answer the questions on the following page.

Cleaning Instructions. We recommend dry cleaning of this shirt. However, it is washable. Use cold water wash only. Do not machine dry. Hang wet shirt on a non-metal hanger. Button top two buttons. Make certain shirt is hanging free. Do not hang in a draft. No ironing is needed, however, light pressing may make the shirt look better. Use a cool iron—set at lowest heat level.

Snyders Shirt Shop

Questions on Washing Instructions (Shirt). Pick one set and try it.

Set 1.
1. Can you wash this shirt?
2. If the shirt is damaged, even though you followed instructions, where should you take it?
3. What kind of water should you use for washing?

Set 2.
1. What does the word "detergent" mean?
2. Should you use a cup of detergent to wash this shirt?
3. What setting should you use when machine drying this shirt?

Set 3.
1. Why do you think you should use a non-metal hanger?
2. What value is there to buttoning the top two buttons when drying the shirt?
3. What do you think would happen if you used too warm an iron?
4. Do you think you would wash this shirt?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. Yes.
2. Snyders Shirt Shop.
3. Cold water only.

Set 2.
1. Detergent is a type of soap.
2. It does not say how much, but a cup would be far too much.
3. None — it says not to machine dry.

Set 3.
1. The shirt is wet and a metal hanger might leave rust marks.
2. It helps to form the shirt so it will look right when it drys.
3. It does not say— but you would probably mark the material and ruin its appearance.
4. No correct answer — certainly is a lot of trouble though.

ASPIRIN LABELS

Reading Labels — especially on medicine — can be important to your health.

Read the following label, then answer the questions on the following page.

ASPIRIN

For Relief of Headaches:

Directions: Adults — take 1 or 2 with water
Children 6-12—1 tablet with water
3-6—½ tablet with water
Repeat 2 to 3 times daily

If headache persists — consult your physician.

For children under 3, consult your physician.

Warning: Keep out of reach of children.
In case of overdose, contact a physician immediately.
Keep bottle tightly closed.

Questions on Reading Labels (Aspirin). Pick one set and try it.

Set 1.
1. Adults should take no more than ____ tablets at a time.
2. Children (6-12) should take no more than ____ tablets at a time.
3. A warning is to keep bottle cap _____.

Set 2.
1. Younger children should take fewer / more tablets than older children.
2. Children should administer aspirin without adult advice. Yes / No
3. A parent should give a 2-year-old aspirin for headaches. Yes / No

Set 3.
1. Why does the label indicate you should consult your physician if headache persists?
2. Would you take 4 aspirins at once? Why?
3. What do you think would happen if you didn't close the bottle tightly?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. 2
2. 1
3. Tightly closed.

Set 2.
1. Fewer
2. No
3. No

Set 3.
1. Consult your teacher for appropriate answer.
2. Too much medication without physician prescription.
3. Consult your teacher for appropriate answer.

LOCATING REFERENCES

On the following six pages, you will find three examples which may assist you in developing activities which may help your students read and understand how to use a table of contents, get use of a library as a reference center, and learn how to use a dictionary.

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TABLE OF CONTENTS

Locating information through the use of a Table of Contents is an important skill. Using this Table of Contents, answer the questions on the following page.

Consumer Reviews X Vol. 35 No. 2 May, 1973

CONTENTS:

	Page
Baseball Bats Prices, comparisons, and strengths	79
Bicycles Ten speed racers	84
Sugar Free Candy American made	96
Aspirin Comparative dissolving speed	102
Turtle Neck Sweaters Wool	104
Index	106

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Questions on Locating Information (Table of Contents). Pick one set and try it.

Set 1.
1. What is the name of the journal?
2. What type of bicycles are reviewed?

Set 2.
1. If you are very overweight, what two items might you be interested in looking at?
2. Which product received the most pages of review?

Set 3.
1. On page 104 you will find a discussion on _____. What type? _____.
2. If you need more detailed information on any item, where might you look?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. Consumers Review X.
2. Ten speed racers.

Set 2.
1. Bicycles for exercise and sugar free candy to reduce calorie intake.
2. Bicycles — 12 pages.

Set 3.
1. Turtle neck sweaters — wool.
2. In the index or on the page of that product.

CARD CATALOG

Much time can be saved locating materials in the library if you know how to use the card catalog. Look through this card from a library card file and answer the questions on the following page:

INDIANS

FS 552 Growing up. Pleasantville, N.Y., Warren Schloat, 1970.

46 frame color (American Indian)

*Accompanied by R 345

1. Indians (series)

Questions on using a Library Card File. Pick one set and try it.

Set 1.
1. Are the filmstrip frames in color or black and white?
2. What is the subject of this filmstrip?
3. Who is the publisher?

Set 2.
1. Under what letter would you look to locate this filmstrip or others on the same subject?
2. What do you think $\frac{FS}{552}$ means?
3. Why do you think there is an asterick over $\frac{FS}{552}$?

Set 3.
1. What do you think the purpose of the black line at the top of the card is?
2. What information do you think this filmstrip is likely to give you?
3. Do you think this filmstrip would give you the most current information available? Why or why not?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. Color.
2. INDIANS.
3. Warren Schloat.

Set 2.
1. I
2. Discuss with your teacher. The card does not say. In this library the FS means filmstrip; number 552 is the catalog file number.
3. Discuss with your teacher. It means that the filmstrip has a record to go with it.

Set 3.
1. Library file cards are color coded so you can tell when you flip through the assortment whether the reference is a book, filmstrip, tape, etc. This black line means it is a filmstrip.
2. Probably something about Indians growing up.
3. As it was published in 1970, the information is *probably* fairly current.

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USING A DICTIONARY

Knowing how to use a dictionary efficiently can supply you with a good source for the spelling of a word, a guide for word division when writing, a guide for pronunciation, a guide to parts of speech, and a list of word meanings. Look through this page from a dictionary and try the questions on the following page.

filch \filch\ *v.* To steal, especially something of little value; as, to *filch* pennies from a child's bank.—**filch·er**, *n.*

file\ fīl*n.* **1** Any device, as a folder, a case, or a cabinet, by which papers or records may be kept in order. **2** The papers or records kept in such a device. **3** A row of persons, animals, or things arranged one behind the other, an orderly line; as, to walk in single *file*; a *file* of soldiers.—*v.* **filed; filing. 1** To lay away in a file; to arrange in order; as, to *file* cards in alphabetical order. **2** To march in a file; as, to *file* out of a building.—**fil·er**, *n.*

file\ fīl*n.* A metal tool, usually steel, with sharp ridges or teeth on its surface for smoothing or rubbing down metal and other hard substances.—*v.* **filed; fil·ing. 1** To rub, smooth, or cut with a file. **2** To remove with a file; as, to *file* off a rough edge.—**fil·er**, *n.*

fil·i·bus·ter\'fil-ə-,bəst-ər*n.* **1** A person who organizes or joins a military expedition against a country with which his own country is at peace; a military adventurer. **2** A member of a lawmaking body who tries to prevent or delay action on a bill, usually by speaking merely to use up time. **3** An instance of filibustering or filibustering as a procedure designed to hinder legislative action.—\'fil-ə-,bəst-ər, ,fil-ə-'bəst-ər*v.* **fil·i·bus·tered; fil·i·bus·ter·ing**\-ər-iŋ\ **1** To act as a military adventurer. **2** To delay or try to prevent action in a lawmaking body by using up time, as through long speeches.—**fil·i·bus·ter·er**\-ər-ər*n.*

fill \fil*v.* **1** To make full; to put or pour into until no more can be received; as, to *fill* a basket. **2** To become full; as, to wait for a bucket to *fill*. **3** To satisfy; as, to *fill* all requirements for a job. **4** To occupy fully; to take up whatever space there is. Bicycles *filled* the sidewalk. **5** To spread through, as air. Children's laughter *filled* the room. **6** To stop up; to plug, as crevices or holes; as, to *fill* a crack with putty; to *fill* a tooth. **7** To have and perform the duties of; to occupy or to put into a position; as, to *fill* the office of president. Several jobs remain to be *filled*. **8** To supply according to directions; as, to *fill* a prescription; to *fill* an order for groceries.—**fill in.** To insert or to complete by insertions; as, to *fill in* one's name and address; to *fill in* the blanks in an exercise.—**fill out. 1** To make or grow larger, as in bulk; as, a tall skinny boy who had not begun to *fill out*. **2** To fill in; as, to *fill out* an application form.—*n.* **1** A full supply; as much as is wanted; as, to eat one's *fill*. **2** Material used for filling, especially a ditch or hollow in the ground.

fil·let \'fil-ət, *sense 3 is more often* fə-'lā, fil-,ā, 'fil-ē*n.* **1** A little band, especially one to encircle the hair. **2** A thin, narrow ribbon or a part or orna-

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ment resembling a ribbon, as a border on a book cover. **3** A piece of lean, boneless meat or fish, a fillet. —*v.* **1** To bind or decorate with a fillet, as of ribbon. **2** To cut into fillets, as a fish.

fil·ly \'fil-ē\ *n., pl.* **fil·lies. 1** A young female horse usually of less than four years. **2** A girl.

film \'film\ *n.* **1** A thin skin or membrane. **2** A thin coating or layer, as, a *film* of ice on a windshield. **3** A roll or strip of thin flexible material coated with a chemical substance sensitive to light and used in taking pictures. **4** A motion picture, as, a *film* about Mexico. —*v.* **1** To cover or become covered with film, as, eyes *filmed* with tears. **2** To photograph on a film; to make a motion picture of; as, a picture *filmed* in Europe; to *film* a battle scene.

film·strip \'film-ˌstrip\ *n.* A strip of film bearing still photographs, sketches, or diagrams, often with explanatory material, to be projected upon a screen as a teaching aid or to accompany a lecture.

fil·ter \'filt-ər\ *n.* **1** Any porous substance through which water or other fluid is passed to purify or clear it. **2** A device containing such a substance. **3** A material or a device, as a colored screen for the lens of a camera, that partly absorbs light rays, admitting only those desired for a special purpose.—*v.*, **fil·tered; fil·ter·ing** \'fil-tr-iŋ, 'fil-triŋ\. **1** To purify, as a liquid, by means of a filter; to strain. **2** To pass through or as if through a filter. Moonlight *filtered* through the trees. **3** To remove from a fluid by a filter; as, to *filter* out impurities.

Questions on Using a Dictionary. Pick one set and try it.

Set 1.
1. What is the first meaning of the word "fill?"
2. How many meanings does this dictionary give for the word "film?"
3. How many separate entries are there for the word "file?"

Set 2.
1. Why do you think the words "FILCH" and "FILTER" are printed at the top of this page?
2. How many syllables are there in the word "filibuster?" How can you tell?
3. If you want to write the word "filly" to mean more than one, how would you spell it?

Set 3.
1. Why do you think the meanings of the words are numbered?
2. Why do you think there is more than one entry for the word "file?"
3. After using this page in the dictionary to find some information, how do you think the dictionary might best be of help to you?

Answers to questions on Using a Dictionary

Set 1.
1. To make full; to put or pour into until no more can be received, as to fill a basket.
2. 4
3. 2

Set 2.
1. Discuss the purpose of guide words with your teacher. They will help you locate words without looking at every word on the page.
2. 4. They are separated with a dot (·).
3. fillies.

Set 3.
1. Discuss with your teacher.
2. Discuss with your teacher.
3. Discuss with your teacher.

INTERPRETING FORM

On the following 14 pages you will find seven examples which may assist you in developing activities which may help your students fill out subscription forms with understanding, interpret applications, have a knowledge of credit card applications, information given on a drivers license, and map reading.

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MAGAZINE SUBSCRIPTIONS

When filling out a magazine subscription it is a good idea to know whether or not you are really receiving a "good deal."

Read through the following subscription and then answer the questions provided.

Please send me 25 weeks of
NEWS SPECIAL
for $3.95
and bill me later.

☐ Double Your Savings! 50 weeks for $7.90

Mr.
Mrs.
Miss _____
(please print)

Address _____ Apt. #

City State Zip Code

This rate includes all postage and handling and is good in the U.S. only.

FOR NEW SUBSCRIBERS ONLY

S40842

Questions on Buying a Magazine. Pick one set and try it.

Set 1.
1. For $7.90 how long will you receive this magazine?
2. If you live in an apartment what specific information must you include when filling out your address?

Set 2.
1. If you already subscribe to this magazine, can you renew your subscription with this application? Why or why not?
2. If you order this magazine for 25 weeks will your total bill be exactly $3.95? How do you know?

Set 3.
1. Suppose you order this magazine for 25 weeks and then decide to renew your subscription for an additional 25 weeks. Will your cost be equal to, less than or more than what you would have paid by originally ordering a 50 week subscription? How can you support your answer?
2. Can you tell by the information given on this application if you really "double your savings" by subscribing to this magazine for 50 weeks with this application? Why or why not?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. 50 weeks.
2. Apartment Number.

Set 2.
1. No. This application is for new subscribers only.
2. Yes. $3.95 includes all postage and handling charges.

Set 3.
1. At $3.95 for 25 weeks it might seem that you would pay exactly $7.90 for a 50 week period. However, this offer is *only* available for new subscribers. This may mean that at the end of your first 25 week subscription you may be required to pay more than $3.95.
2. No. You do not know the normal cost of this magazine.

RECORD CLUB

The following is an application for a record club. Read it through carefully before deciding if you can afford to buy their records.

SUPER RECORD CLUB
1614 East Street
Denver, Colorado 91360

Please enroll me in the Super Record Club. I've indicated my first selection for which you will bill me just $4.98 plus shipping/handling.

Also bill me just $19.98 plus shipping/handling and send my deluxe AM-FM Radio/Stereo Phonograph. During the next two years I agree to buy as few as 12 more records of my choice at regular Club price plus shipping/handling. . . and I may cancel my membership anytime thereafter. If I continue, I am to receive a record of my choice FREE (just 25 cents shipping/handling) for every additional selection I accept. All orders subject to acceptance at Club Headquarters.

☐ Check here for optional Stereo Headphones (just $4.98 extra).

Send me this first selection _____

Mr.
Mrs.
Miss _____
(please print)

Address _____

City _____ State _____

Zip _____ Tel. No. _____

APO, FPO addresses, please write for additional information.

Questions on Applications (Make sure you know what you are getting for your $!). Pick one set and try it.

Set 1.
1. What is this an application for?
2. What type of writing must you use when filling this out?

Set 2.
1. How many records must you buy in the next 2 years?
2. What are you obligating yourself for when you sign and fill out this form?

Set 3.
1. The form states that you select records of your "choice." Does this mean you will always get what you want? Why or why not?
2. If you buy 2 records and decide you do not want to buy any more, may you cancel your subscription any time? Why or why not?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. Super Record Club.
2. Print.

Set 2.
1. At least 12.
2. One record for $4.98 (plus shipping and handling), one AM-FM Radio/Stereo Phonograph ($19.98) and a minimum of 12 additional records.

Set 3.
1. No. All orders are subject to acceptance at Club Headquarters.
2. No. After you have purchased at least 12 records you may cancel your membership "anytime thereafter."

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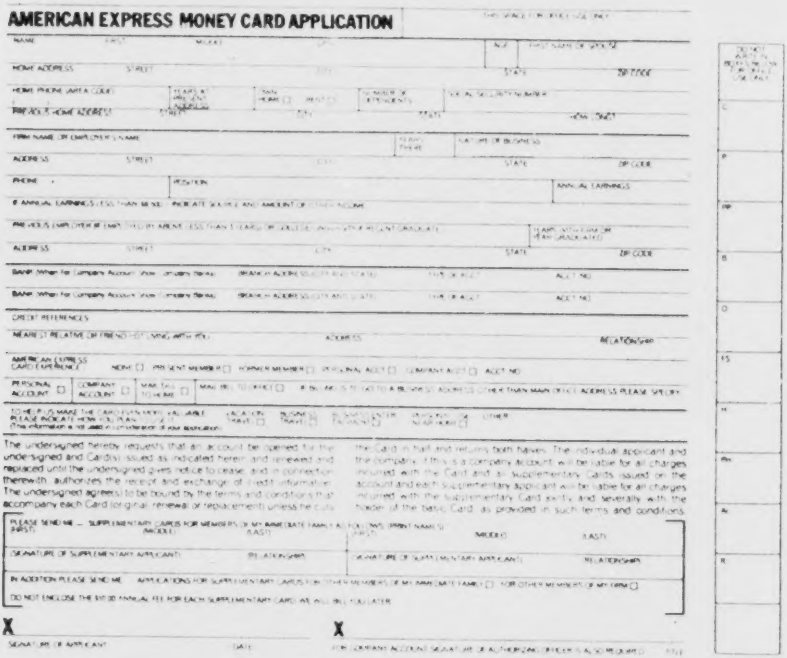
CARD APPLICATION

When making application for a credit card it is important to know what kind of obligation you will have. Read through this application carefully so you will be sure of your responsibilities *before* you sign your name.



AMERICAN EXPRESS MONEY CARD APPLICATION

FOLD, MOISTEN, SEAL AND MAIL

FOR FASTER PROCESSING, PLEASE FILL OUT COMPLETELY BE SURE TO SIGN THIS APPLICATION

DO NOT ENCLOSE $15.00 ANNUAL FEE. WE WILL BILL YOU LATER.

Questions on Credit Card Applications. Pick one set and try it.

Set 1. 1. What is this application for?
2. How much must you pay for one credit card?

Set 2. 1. What must you do to close this account?
2. What must you do if your yearly income is less than $8,500?

Set 3. 1. If you have been working for your present employer since June, 1972, must you fill out previous employer's address? Compute your answer as of January 1, 1973.
2. If you order 2 cards will your bill be the same as it would be for 1? Why or why not?

Answers: Compare your answers with ours or check with your teacher.

Set 1. 1. American Express Money Card
2. $15.00

Set 2. 1. Cut your card in half and return both halves.
2. Indicate source and amount for other income.

Set 3. 1. No.
2. No. Additional cards are $10.00 each.

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EMPLOYMENT APPLICATION

Filling out the correct information on a job application form can be very important. Read through the following application and then answer the questions provided.

Gino's, Inc.
215 W. CHURCH ROAD
KING OF PRUSSIA, PA. 19406

EMPLOYMENT APPLICATION

HOME OFFICE COPY

1 PERSONAL DATA (PLEASE PRINT)

1. SOCIAL SECURITY NUMBER
2. NAME: FIRST M.I. LAST
3. AREA CODE & PHONE
4. ADDRESS: APT. NO.
STREET
CITY
STATE
ZIP
5. DATE OF BIRTH: MONTH DAY YEAR
6. MARITAL STATUS: (CHECK ONE)
(1) MARRIED FEMALE (2) MARRIED MALE
(3) SINGLE FEMALE (4) SINGLE MALE
7. NUMBER OF DEPENDENT CHILDREN
GENERAL CONDITION OF HEALTH
PHYSICAL DEFECTS
NAME, ADDRESS & TELEPHONE NO. OF PERSON TO BE NOTIFIED IN CASE OF EMERGENCY
NAMES OF RELATIVES EMPLOYED BY OUR COMPANY

2 EDUCATION & MILITARY

TYPE	NAME & LOCATION OF SCHOOL	YEARS ATTENDED FROM	YEARS ATTENDED TO	DATE GRADUATED
A GRAMMAR				
B HIGH SCHOOL				
C OTHER (e.g. TRADE)				
D COLLEGE				
E MILITARY	DRAFT CLASSIFICATION / BRANCH OF SERVICE		DATES OF SERVICE	TYPE OF DISCHARGE

EDUCATION

CHECK YOUR HIGHEST LEVEL OF EDUCATION COMPLETED
(1) GRAMMAR SCHOOL
(2) HIGH SCHOOL
(3) OTHER TRADE
(4) COLLEGE LESS THAN 2 YEARS
(5) COLLEGE MORE THAN 2 YEARS
(6) NOW ATTENDING (7) GRAD
LIST DEGREES RECEIVED

3 PREVIOUS EMPLOYMENT – List Last Employer First

DATES EMPLOYED FROM	TO	NAME & ADDRESS OF EMPLOYER	POSITION	EARNINGS	REASON FOR LEAVING

POSITION YOU ARE APPLYING FOR
☐ FULL TIME ☐ PART TIME
HOURS AVAILABLE: DAY / NIGHT

M	T	W	T	F	S	S

HAVE YOU EVER WORKED FOR GINO'S BEFORE? ☐ NO ☐ YES
IF YES GIVE DATE AND WHERE. WHAT WAS MANAGER'S NAME?

HAVE YOU EVER BEEN ARRESTED? ☐ NO ☐ YES
IF YES EXPLAIN

YOUR MANAGER WILL MAKE EVERY EFFORT TO KEEP YOUR SCHEDULE FLEXIBLE. WE OCCASIONALLY ASK THAT ALL EMPLOYEES BE AVAILABLE TO WORK ON WEEKENDS WHEN REQUESTED.

BONDING INFORMATION

EXPLAIN ANY "YES" ANSWER

Have you ever been short in your accounts in your present or past employment? _____

Has any company ever refused to issue or carry a Bond for you? _____

Have you ever been discharged from any employment? _____

I hereby bond myself my heirs, executors and administrators to indemnify and keep indemnified and/or reimburse THE AETNA CASUALTY & SURETY COMPANY for any and all loss, costs, and expenses incurred or sustained by it or for which, by reason of any act of mine, it may become liable under this bond or any other bond issued by it.

SIGNED THIS DAY OF _____, 19___ BY _____ / _____
APPLICANT'S SIGNATURE WITNESSED BY

Questions on Employment Application. Pick one set and try it.

Set 1.
1. If you accept a job with this company, will you have to work week-ends?
2. If your answer "YES" to any questions on "bonding," what must you report?

Set 2.
1. If the highest grade you completed was 9th grade, which item or items would you check under the column entitled "Education?"
2. If your application for employment was rejected, where could you write to find out why?
3. If you were in your second year of High School, which item or items would you check under the column entitled "Education?"

Set 3.
1. If you worked for a bank two years ago, and found you were $5.00 short one day, must you include this information on this application?
2. When you sign this application, what responsibility are you placing on your wife, husband and children?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. Yes. This company occasionally asks that *all* employees be available to work on week-ends.
2. Explain any "yes" answer.

Set 2.
1. You would have to ask if Grammar School included the 9th grade as it is sometimes referred to as Junior High. There is no listing for Junior High on this application.
2. Gino's Inc.
   215 W. Church Road
   King of Prussia, Pa. 19406
3. Number 2—High School
   and
   Number 6—Now Attending

Set 3.
1. Yes. The question "Have you ever been short in your accounts in your present or past employment?" means were you ever missing any money?
2. They may be asked to pay the insurance company for any and all expenses caused by you.

CREDIT CARD

You might find it convenient some day to obtain a credit card. However, it is important that you know about the use of such cards. Here is one which can be used to purchase gasoline and oil. Read it carefully and then answer some of the questions about it.

Front Side

BRAND X

333 111 567

Good thru
05 74

Back Side

_____

Signature of cardholder

Terms of Issue

By acceptance of this credit card, you agree to the terms of issue and assume responsibility for authorized purchases prior to its return to Brand X. You may be liable for the unauthorized use of this card up to the amount of $50. You will not be liable for unauthorized use which occurs after you have notified Brand X at Ralphsburg, New York, either orally or in writing. This card remains the property of Brand X and can be recalled at any time.

Questions on Use of a Credit Card. Pick one set and try it.

Set 1.
1. Where is the company office located?
2. To whom has the card been issued?
3. What is the name of the gasoline company?

Set 2.
1. Do you think this card is usable as is?
2. What does "liable" mean to you?
3. Who owns this card?

Set 3.
1. What should you do if you lose this card?
2. What should you do if you lose the card and cannot remember where the company is located?
3. What do they mean when they say that you "assume responsibility for authorized purchases?"

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. Ralphsburg, New York.
2. James R. Smith
3. Brand X

Set 2.
1. Probably not—it has not been signed and would not have to be honored.
2. In this case it means you would have to pay for unauthorized purchases up to $50, unless you contact the company.
3. Brand X—it says it remains the property of Brand X.

Set 3.
1. Call or write Brand X in Ralphsburg, New York.
2. It does not say, but you might go to a Brand X gasoline station and ask for the address.
3. Again, it does not say; however, it means that if someone finds your lost card—or steals it—you must pay for their purchases even though you did not sign the purchase slip.

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DRIVER'S LICENSE

If you were old enough to drive a car in Maryland, the following information would be printed on your Maryland Driver License. It is important that the information contained on your license is accurate. Read this license carefully and then turn to the questions on the following page.

MARYLAND DRIVER LICENSE					
Department of Motor Vehicles Glen Burnie, Md. 21061			6601 Ritchie Hwy		
Type of License Class D					
Driver License Number W-444-626-303-226			Expiration Date 3/21/74		
Height 6-0	Weight 160	Race 2	Sex F	Birth Date 4/22/29	Restrictions 1
written signature of driver on this line					
Susan D. Coker 1009 Kinroot Rd. Silver Spring		M	Md		20901

Codes:

Restrictions: 1 = needs glasses or contact lenses

Type of license: D = Can drive vehicle up to 20,000 pounds.

Race: 2 = Caucasian

Questions on Reading a Maryland Driver's License. Pick one set and try it.

Set 1.
1. What is the address of this driver?
2. How tall is this driver? How much does she weigh?
3. What is her driver license number?

Set 2.
1. What county does this driver live in?
2. If you were this driver and had a question about your license's accuracy, where would you write?

Set 3.
1. Is this driver old enough to buy an alcoholic drink in the State of Maryland? How can you tell?
2. If the present date were March 20, 1974, could you drive with this license? How do you know?
3. Can this driver drive without glasses?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. 1009 Kinroot Rd., Silver Spring, M Md 20901
2. 6-0 160 pounds
3. W-444-626-303-226

Set 2.
1. Montgomery County. See the M after Silver Spring.
2. Department of Motor Vehicles, 6601 Ritchie Hwy, Glen Burnie, Md. 21061. See top line.

Set 3.
1. Yes, must be 21 years old—license is submittable proof.
2. Yes, for one day. License expires March 21, 1974.
3. No.

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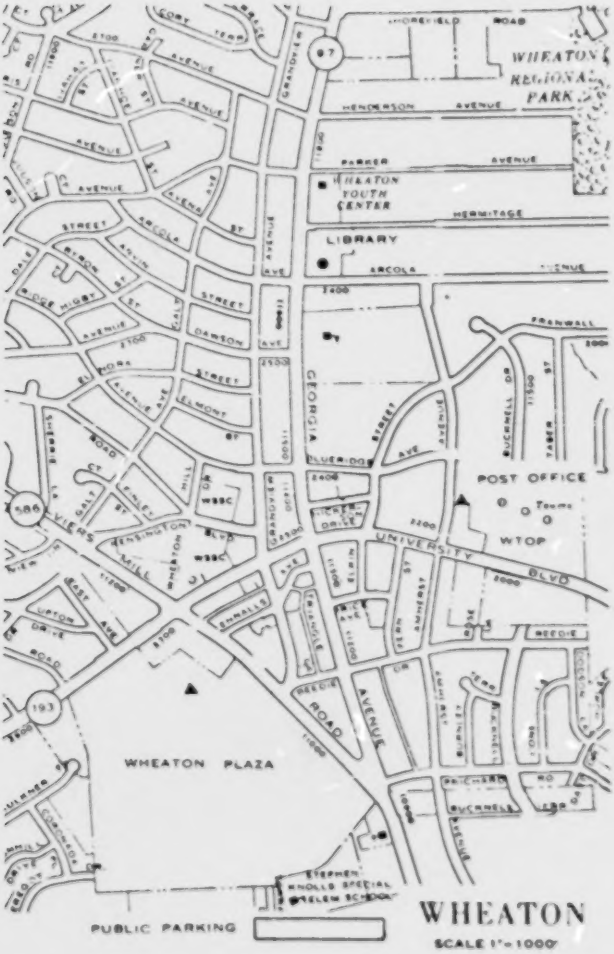
LOCAL MAP

The following is a local area map. Examining it carefully may save you many wrong turns.



Questions on Local Map Reading. Pick one set and try it.

Set 1. 1. What town is shown on this map?
2. What route number is University Boulevard?

Set 2. 1. What route would involve the fewest number of turns when going from WTOP Radio Station to Wheaton Plaza?
2. What does the abbreviation CT. stand for?

Set 3. 1. If you stayed on a road, which of the following would be furthest from the intersection of Georgia Avenue and Blueridge Avenue?
a. Wheaton Plaza
b: Wheaton Regional Park
c. The Post Office
2. About how far is it from the Post Office to the library? Stay on Amherst and Arcola Avenues.

Answers: Compare your answers with ours or check with your teacher.

Set 1. 1. Wheaton
2. 193

Set 2. 1. Straight out University Blvd.
2. Court.

Set 3. 1. Wheaton Regional Park.
2. About 3,000 feet.

OBTAINING PERSONAL INFORMATION

On the following 10 pages you will find five examples which may assist you in developing activities with your students which may help them interpret a safety signs checklist, obtain desired information from travel brochures, understand information in school schedule of classes, and interpret sales agreements and contract forms.

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FIRE SAFETY CHECKLIST

This is a portion of a fire safety checklist. Understanding it might prevent a serious accident.

Here is Your

HOME FIRE SAFETY CHECKLIST

To the occupant of _____ Date _____

With your cooperation, we have made a check for possible fire hazards in your home. Any question below marked with a Y indicates a hazard that may endanger the lives of your family and could destroy your property. Make fire prevention an activity for your entire family and enjoy a fire safe home. IT'S UP TO YOU!!

1. Is there adequate clearance between furnace and flue and any combustible material? _____
2. Is your heating equipment, including pipe to chimney in good repair and checked annually by a serviceman? _____
3. Is the top of your chimney covered with a screen? _____
4. Is paint stored in a closed metal cabinet? _____
5. Are gasoline and other flammable liquids stored in a closed metal can or safety can? _____
6. When gasoline powered equipment is stored in your home, is the gasoline completely emptied from it? _____
7. Do you have house numbers visible from the street? _____
8. Do you use ONLY 15 amp fuses for all normal house circuits? _____
9. Do you prohibit the use of extension cords for permanent wiring? (Extension cords should not be over 15 ft. long) _____
10. Are electric motors and fans clean and wiring in good condition? _____

Questions on Fire Safety Checklist. Pick a set of questions and try them.

Set 1.
1. Is this checklist designed for the entire family? Yes or no.
2. What is the maximum length for extension cords?
3. A checked item means _____.

Set 2.
1. In item 8 why do you think "only" is in capital letters?
2. At the top of the checklist, what is meant by the statement, "It's up to you!!?"
3. In item 9, what is meant by permanent?

Set 3.
1. Why do you think a chimney should be covered with a screen?
2. Why do you think paint should be stored in a metal cabinet?
3. Pick the three items you think are most important and tell why you chose them.

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. Yes.
2. 15 feet.
3. A hazard.

Set 2.
1. They really want to emphasize 15 amp fuses.
2. Most of these items can be controlled by the family in the home.
3. An extension cord which is always in use—not just temporary.

Set 3.
1. Keeps animals out and fire caused by paper or sparks in.
2. Paint is flammable and the metal cabinet would tend to contain it.
3. Check with your teacher.

TRAVEL BROCHURE

You are planning a vacation. It is important for you to know if the place you are planning to stay offers the facilities you would like. Read through the brochure and answer the questions on the following page. The following brochure is from a motel in Florida.

VISIT beautiful OCEAN BEACH and enjoy a perfect vacation. There are miles of Atlantic Beaches for surf or sun bathing. Three safe life-guarded beaches and parks are ideal for children. The finest restaurants, smart shops and golf clubs are available.

At the WHITE SANDS in OCEAN BEACH you will find spacious grounds, with many trees and tropical landscaping. There is a large fresh water pool and diving board. Our own boats and docks on the premises are available to guests. Automatic Laundry Equipment for your convenience. If you are seeking complete relaxation, you'll enjoy your stay at WHITE SANDS.

Questions on Reading Brochures. Pick one set and try it.

Set 1.
1. How many life-guarded beaches are available?
2. Is there a pool for swimming?
3. Is room service available?

Set 2.
1. Can you go boating for free?
2. Does this sound like a good place to walk on a boardwalk and go to amusement parks? Why or why not?
3. Is this motel on the east or west coast of the U.S.A.?

Set 3.
1. If you wanted to be located on the ocean, would you want to stay here? Why or why not?
2. If you were trying to plan your expenses, what information would you need that is not given?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. Three.
2. Yes.
3. It doesn't say on the brochure.

Set 2.
1. The brochure says you *can go* boating—but it does *not* mention price.
2. There is no mention of amusement parks or boardwalks in the brochure.
3. East coast—Atlantic Ocean.

Set 3.
1. There is not enough information available in the brochure.
2. Discuss with your teacher. Several important items that are missing are the price of the rooms, kitchens, air conditioning, method of payment, and whether or not the other facilities that are mentioned are free.

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SCHEDULE OF CLASSES

If you plan to attend college, it will be important for you to be able to understand a schedule of classes. This page has some typical problems for you.

EDEL EDUCATION, EARLY CHILDHOOD-ELEMENTARY (NUM+COM RES) (CONTINUED)

COURSE	SECTION	LEC/LAB/DIS MEETING TIMES	LEC BLDG/ROOM	LAB BLDG/ROOM	DIS BLDG/ROOM	INSTRUCTOR
EDEL 615		3 CREDITS GRADING METHODS- REG/AUD DIAGNOSIS AND TREATMENT OF LEARNING DISABILITIES IN MATHEMATICS				
	0101	TH4.15-7	00 2121			WILSON, J.
EDEL 618		3 CREDITS GRADING METHOD - REG ONLY PRACTICUM IN DIAGNOSIS AND TREATMENT OF LEARNING DISABILITIES IN MATHEMATICS PREREQUISITE, EDEL 615 OR EQUIVALENT AND APPROVAL OF INSTRUCTOR				
	0101	W4.15-7	00 2121			WILSON, J.
EDEL 626		3 CREDITS GRADING METHODS- REG/AUD PROBLEMS IN THE TEACHING OF READING IN THE ELEMENTARY SCHOOL				
	0101	M4.15-7	LL 0125			MCCUAIG
	0201	W7-9.45PM	00 2101			DUFFEY
EDEL 630		3 CREDITS GRADING METHODS- REG/AUD DIAGNOSIS AND REMEDIATION OF READING DISABILITIES				
	0101	M4.15-7	LL 1117			DAVEY
EDEL 631		3 CREDITS GRADING METHODS- REG/AUD ADVANCED LABORATORY PRACTICES (DIAGNOSIS)				
	0101	ARRANGED	00 1117			WILSON, R.
EDEL 632		3 CREDITS GRADING METHODS- REG/AUD ADVANCED LABORATORY PRACTICES (INSTRUCTION)				
	0101	ARRANGED	00 1117			WILSON, R.
EDEL 640		3 CREDITS GRADING METHODS- REG/AUD CURRICULUM PLANNING IN NURSERY-KINDERGARTEN EDUCATION				
	0101	TH7-9.45PM	00 1315			SEEFELDT
EDEL 641		3 CREDITS GRADING METHODS- REG/AUD THE YOUNG CHILD IN THE COMMUNITY				
	0101	TU1-3.45	00 3236			AMERSHEK
EDEL 642		3 CREDITS GRADING METHODS- REG/AUD THE YOUNG CHILD IN SCHOOL				
	0101	M4.15-7	00 1315			LEEPER
	0201	TH1-3.45	00 3236			LEEPER
EDEL 643		3 CREDITS GRADING METHODS- REG/AUD TEACHER-PARENT RELATIONSHIPS				
	0101	TU4.15-7	00 1315			CHURCH
	0201	W7-9.45	00 3233			CHURCH
EDEL 644		3 CREDITS GRADING METHODS- REG/AUD INTELLECTUAL AND CREATIVE EXPERIENCES OF THE NURSERY-KINDERGARTEN CHILD				
	0101	M4.15-7	00 1315			GOFF
	0201	TH4.15-7	00 0210			GOFF
EDEL 651		3 CREDITS GRADING METHOD - REG ONLY PROBLEMS OF STAFFING IN EARLY CHILDHOOD EDUCATION				
	0101	M4.15-7	LL 0122			AMERSHEK
EDEL 798A		1-6 CREDITS GRADING METHODS- REG/AUD SPECIAL PROBLEMS IN EDUCATION				
	0101	ARRANGED	ARR			STAFF
EDEL 798B		1-6 CREDITS GRADING METHODS- REG/AUD SPECIAL PROBLEMS IN EDUCATION DOCTORAL SEMINAR				
	0101	TH4.15-5.15	00 0206			SEEFELDT
EDEL 798D		1-6 CREDITS GRADING METHODS- REG/AUD SPECIAL PROBLEMS IN EDUCATION COMMUNICATIONS IN AN OPEN OR A NATURAL SETTING (ENROLLMENT BY PERMISSION OF INSTRUCTORS ONLY)				
	0101	TU12.30-3.15	ARR			RODERICK, BERMAN
EDEL 799		1-6 CREDITS GRADING METHOD - REG ONLY MASTER'S THESIS RESEARCH				
	0101	ARRANGED	ARR			STAFF
EDEL 866		1-9 CREDITS GRADING METHODS- REG/AUD APPRENTICESHIP IN EDUCATION				
	0101	ARRANGED	ARR			STAFF
EDEL 869		3-16 CREDITS GRADING METHODS- REG/AUD INTERNSHIP IN EDUCATION				
	0101	ARRANGED	ARR			STAFF
EDEL 899		1-8 CREDITS GRADING METHOD - REG ONLY DOCTORAL DISSERTATION RESEARCH				
	0101	ARRANGED	ARR			STAFF

Questions on Schedule of Classes. Pick one set and try it.

Set 1.
1. How many 700-level courses are offered?
2. When is EDEL 640 offered?
3. How many selections of EDEL 798 are offered?

Set 2.
1. What do you think And means concerning grading methods?
2. Who do you think the person listed as STAFF is?
3. Under EDEL 798A, what is meant by 1-6 credits?

Set 3.
1. Why do J. Wilson and R. Wilson have their first initials mentioned?
2. What is meant when you see an item— "enrollment by permission of the instructor only?"
3. What might you expect when you see ARR instead of a course time?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. Five.
2. Thursday, 7:00 p.m. to 9:45 p.m.
3. Four.

Set 2.
1. You may audit the course.
2. Staff usually means that an instructor has not been designated at the time the schedule of classes was printed.
3. You may enroll for any number of credits between one and six.

Set 3.
1. First initials are used when two people in a department have the same last name.
2. The course probably has special prerequisites and the instructor controls who goes into it.
3. ARR probably means that the course meets at an irregular time. It would be best to check with the instructor before registering.

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SALES SLIP

Included in this folder is a sales slip. Read through it carefully before answering the following questions. Choose the set of questions you would like to answer.

CUSTOMER'S COPY 46752

WATER HEATERS

Phone 654-7927
654-1441

GAS FURNACES

M. H. BARNES, Inc.

Plumbing & Heating Installation & Repairs

BETHESDA, MARYLAND 20014

_____ Date _____ 19____

M_____ Phone_____

Address_____ Call First ☐

P. M. Only ☐

Address of Job_____ A. M. Only ☐

Services Requested_____

Quan	Material Used	Price	Amount
		Total	

Date	Work Performed	Hours	Rate	Amount
			Total	

Work Performed by

Total Material	
Total Labor	
Total	
Sales Tax	
Grand Total	

X_____

Above work completed satisfactorily

All Services Guaranteed For 30 Days After Completion
Except Stoppages. No Guarantee On Stoppages

DECATUR PRESS INC. BETHESDA, MD. 21906-2

Questions on Understanding Sales Slips. Pick one set and try it.

Set 1.
1. Where could you call to get information regarding this bill?
2. Where were these sales slips printed?

Set 2.
1. What does the abbreviation "quan." stand for?
2. What is the difference between the terms "price" and "amount?"

Set 3.
1. What does it imply when you sign this bill?
2. If you were hired to do the work on this job, why would it be important for you to write down the services requested on this sales slip?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. 654-1441 or 654-7927
2. Decatur Press Inc., Bethesda, Maryland.

Set 2.
1. Quantity which means amount or number of items used.
2. Price is the amount of money the worker paid for the materials and amount refers to the price you pay him for the materials.

Set 3.
1. It means that you agree that this job was done satisfactorily.
2. Since service is guaranteed for 30 days, it is important that you have a signed receipt showing the services you supplied so that you won't be expected to service an item you did not supply.

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SERVICE CONTRACT

Included in this folder is an example of the sales agreement. Make sure you know all the advantages and disadvantages before signing it.

MONTGOMERY WARD

NO. 24060

THANK YOU FOR ALLOWING US TO SERVE YOU

CALL _____ for local service

Customer Phone Number _____

Issued to SAMPLE

Street _____

City or Town _____ ZIP _____

PRODUCT	MODEL NO.	MDSE. PURCHASE DATE	DATE EXPIRES	PRICE

☐ SHOP SERVICE ONLY (You bring item into Wards) ☐ AT HOME SERVICE (Item serviced in your home)

☐ CASH ☐ CHARG-ALL ACCOUNT

☐ CHARG-ALL PLUS ACCOUNT

AT _____

BY _____

WARDS SILVER SERVICE CONTRACT

GENERAL CONDITIONS APPLYING TO ALL CONTRACTS

In consideration of payment by the purchaser of the price indicated, Wards agrees to provide the purchaser, upon request, with such service and functional parts as may be necessary to maintain proper operation, under normal use and service, of the product specified herein, for the period shown. To the extent that such service or parts are covered by a merchandise guarantee for any part of the period of this contract, the price herein specified has been reduced to compensate for such coverage.

Services provided on shop contracts are performed only at a Wards store, and the purchaser shall deliver and pick up the merchandise for such service. Service calls are made to the purchaser's home on all home contracts. This contract is void if the merchandise is used commercially or on a rental basis.

Services shall normally be available and rendered during regular working hours of Wards customary work week, unless otherwise specified on back of this contract.

Wards endeavors to render prompt service at all times, but is not responsible for delays due to the inability of manufacturers to supply replacement parts, or due to strikes, or for any reasons beyond Wards control.

This contract does not cover services made necessary as a result of fire, theft, acts of God, accidental damage, abuse, neglect, unauthorized alterations, or any other cause originating outside the product covered by this contract, including repairs required in any external antenna system or any part of the water, gas or electric supply, including the replacement of blown fuses, or the correction of defects in the house wiring system. Service or maintenance of light bulbs, porcelain, enamel, cabinets and interior or exterior finish is also excluded.

It is the responsibility of the owner to install all products in compliance with all existing building codes and regulations.

On gas appliances, this contract does not include service required to relight the pilot due to the interruption of local gas service, nor does it include service resulting from fluctuations in gas pressure or changes in the type of gas after installation.

Services required to reinstall the product in a new location at the same or different address, will be furnished by Wards, upon request, at regular rates, and Wards will continue the maintenance of the product, through the unexpired portion of the contract.

If, however, the purchaser changes his residence to an area where service is not supplied by Wards, this agreement shall be automatically cancelled, and the purchaser shall be refunded, upon request, the unused portion of this contract, the same to be determined on a pro rata basis.

ONLY PRODUCTS SOLD BY WARDS CAN BE COVERED BY A SILVER SERVICE CONTRACT

Questions on Examining a Sales Agreement. Pick one set and try it.

Set 1.
1. Whose responsibility is it to see that products are installed according to proper building codes and regulations?
2. Will this service contract guarantee you free service for all types of repairs?

Set 2.
1. Are you *guaranteed of immediate service on your product?*
2. If you move will this contract still be valid?

Set 3.
1. According to the information on this contract—would it be more sensible for you to have a Shop Service or an At Home Service contract if you bought a freezer?
2. If you do not require service on your product within one year, what happens to your money?
3. What possible disadvantage might there be in requesting a service contract?

Answers: Compare your answers with ours or check with your teacher.

Set 1.
1. Owners.
2. No. It only covers "normal use and service." It will not cover service which was made necessary by fire, theft, acts of God, accidental damage, abuse, neglect, unauthorized alterations or any other cause originating outside the product.

Set 2.
1. No.
2. Yes, if you move to an area where service is supplied by Wards.

Set 3.
1. At Home Service. If you took Shop Service Only you would have to carry the freezer to Wards in order to get it serviced. It might be convenient to do this with a small item, but a freezer would be difficult to transport back and forth.
2. It doesn't say. However, you can be reasonably sure you will not receive your money back.
3. Check with your teacher.